

	Year 1	Year 2
Design Design purposeful, functional, appealing products for themselves and other users based on design criteria	Can make simple models/products against a design brief	Can design products based on a design criteria i.e puppets? Pop up cards? Clay models
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate information and communication technology	Draw a picture of what is going to be made Talk about what they are going to make Explain why they have used a particular design on a card	Plan what they are going to design with sketches Explain how their design will work Explain why they have chosen certain simple features and joins
Make Select from and use a range of tools and equipment for i.e cutting shaping, joining and finishing	Can cut materials using scissors Measure materials using a ruler Join using sellotape Join using glue	Can use a simple stitch Can use tying Can start to measure materials Can mark where materials need to be cut Can use split pins to join
Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics	Can start to explain why certain materials are good for a job. i.e it bends, is soft, is sticky, is strong Year 1	Can start to consider which material will be best for a job based on flexibility, strength, colour. Year 2
Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Can talk about a range of toys and explain which are the best for playing with and why? Can talk about what they have made and how it matches what they set out to make?	Can talk about a range of designs and explain which are best and why Can talk about what they have made and how it matches what they set out to make? Can suggest how they might change things if they were to make the same product again.
Technical knowledge Build structures, exploring how then can be made stronger stiffer and more stable		Use construction kits and explain why some structures are stronger more stable than others.

	With construction kits talk about which structure is stronger/more stable (and start to explain why).	
Explore and use mechanisms (i.e levers, sliders, wheels and axles)	<p>Looked at/explored wheels, axels, turning mechanisms, hinges and simple levers</p> <p>Played with/used wheels, axels, turning mechanisms, hinges and simple levers.</p>	<p>Made card products that use levers and sliders</p> <p>Made construction toys that use wheels and axles</p>
Cooking Use the basic principles of a healthy and varied diet to prepare dishes	<p>Knows that some foods (i.e fruit and veg) should be plentiful in a healthy diet (5 a day) and others (sugar and fat) should be eaten in moderation.</p> <p>Prepared i.e fruit salads Talk about why these are healthy meals</p>	<p>Know that bread, rice and pasta are part of a healthy diet. Know that meat and dairy products are part of a healthy diet eaten in moderation.</p> <p>Prepared ie. Cous-cous/pasta dish, soup Talk about why these are healthy meals</p>
Understand where food comes from	Know that i.e some fruit and veg are grown, meat comes from animals, milk and cheese are bi-products of animals.	Know how pasta and bread are made. Know where rice comes from. Know some vegetables grow underground. Know a variety of fruit and veg come from around the world.